



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 11961463
SAU: MSAD 01
School: Eva Hoyt Zippel School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science Results	10-12

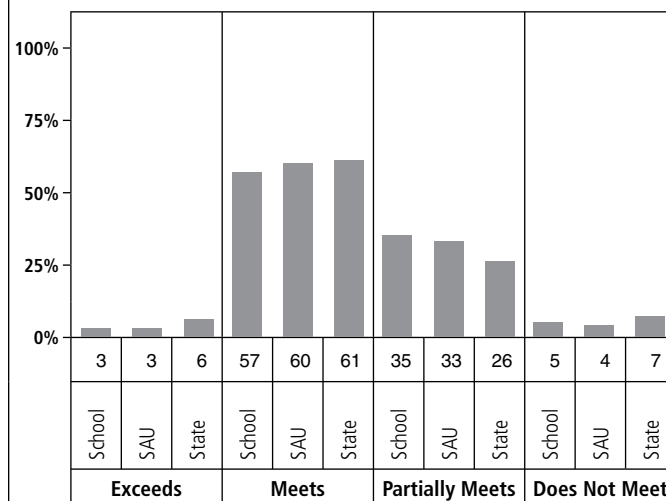
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: MSAD 01
School: Eva Hoyt Zippel School

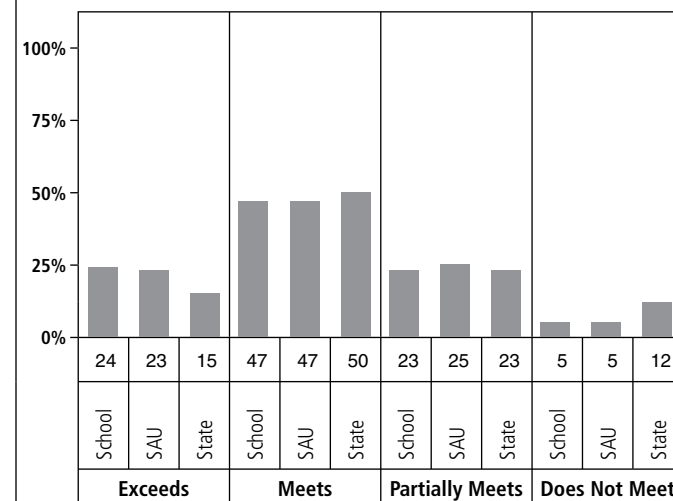
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	545	545	544
2007–2008	546	546	545
2008–2009	545	546	546
Cum. Avg.*	545	546	545
Mathematics			
2006–2007	551	551	546
2007–2008	551	551	546
2008–2009	551	550	547
Cum. Avg.*	551	551	546
Science			
2008–2009 **	546	546	543

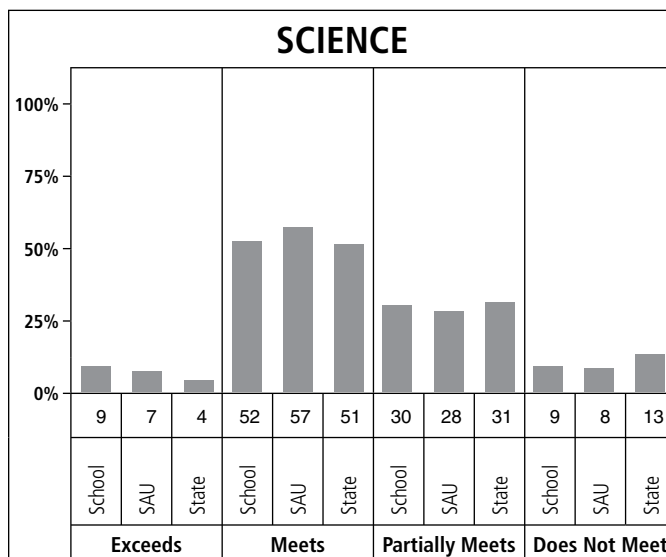
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: MSAD 01
School: Eva Hoyt Zippel School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	102	100	140	100	14212	100	101	99	139	99	14135	100	101	99	139	99	14144	100	101	99	139	99	14137	100
Ethnicity African American/Black	0	0	0	0	397	3	0	0	0	0	388	98	0	0	0	0	393	99	0	0	0	0	389	98
American Indian or Native Alaskan	6	6	6	4	110	1	6	100	6	100	110	100	6	100	6	100	110	100	6	100	6	100	110	100
Asian or Pacific Islander	1	1	1	1	259	2	1	100	1	100	253	98	1	100	1	100	258	100	1	100	1	100	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	95	93	133	95	13271	93	94	99	132	99	13212	100	94	99	132	99	13211	100	94	99	132	99	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	23	23	33	24	2479	17	23	100	33	100	2454	100	23	100	33	100	2455	100	23	100	33	100	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	48	47	66	47	5848	41	48	100	66	100	5815	100	48	100	66	100	5819	100	48	100	66	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	55	54	79	56	10849	76	55	54	79	56	10872	76	60	59	84	60	10976	77
Identified disability (PET/IEP)	1	2	1	1	298	3	1	2	1	1	307	3	1	2	1	1	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	44	43	57	41	3122	22	44	43	57	41	3124	22	39	38	52	37	3019	21
Identified disability (PET/IEP)	20	45	29	51	1992	64	20	45	29	51	2000	64	20	51	29	56	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	24	55	28	49	907	29	24	55	28	49	886	28	19	49	23	44	826	27
Participation through alternate assessment (PAAP)	2	2	3	2	164	1	2	2	3	2	148	1	2	2	3	2	142	1
Identified disability (PET/IEP)	2	100	3	100	164	100	2	100	3	100	148	100	2	100	3	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	1	1	1	1	58	0	1	1	1	1	49	0	1	1	1	1	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 01
School: Eva Hoyt Zippel School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	5	4	8	5	702	5
	2007-2008	7	6	7	5	659	5
	2008-2009	3	3	4	3	836	6
	Cum. Total*	15	5	19	4	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	67	57	88	59	7730	55
	2007-2008	72	62	95	62	8195	58
	2008-2009	56	57	81	60	8495	61
	Cum. Total*	195	59	264	60	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	38	32	43	29	4182	30
	2007-2008	28	24	42	27	3800	27
	2008-2009	35	35	45	33	3667	26
	Cum. Total*	101	30	130	30	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	8	7	10	7	1419	10
	2007-2008	9	8	10	6	1362	10
	2008-2009	5	5	6	4	973	7
	Cum. Total*	22	7	26	6	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.2	62.9	30.7	64.0	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.5	60.4	14.6	60.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.7	65.4	16.0	66.7	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 01
 School: Eva Hoyt Zippel School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	99	3	3	56	57	35	35	5	5	545	136	3	60	33	4	546	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										0						381	2	44	31	23	540
American Indian or Native Alaskan	6	0	0	4	67	2	33	0	0	543	6	0	67	33	0	543	110	0	48	38	14	541
Asian or Pacific Islander	1										1						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	92	3	3	51	55	33	36	5	5	545	129	3	59	33	5	546	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	5	24	13	62	3	14	539	30	0	27	63	10	540	2290	0	29	47	23	537
No	78	3	4	51	65	22	28	2	3	547	106	4	69	25	3	547	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	99	3	3	56	57	35	35	5	5	545	136	3	60	33	4	546	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	46	0	0	22	48	20	43	4	9	542	63	0	49	43	8	542	5716	2	51	35	12	542
No	53	3	6	34	64	15	28	1	2	548	73	5	68	25	1	548	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	99	3	3	56	57	35	35	5	5	545	136	3	60	33	4	546	13963	6	61	26	7	546
Gender																						
Female	48	2	4	29	60	15	31	2	4	546	67	4	64	27	4	547	6882	8	62	24	6	547
Male	51	1	2	27	53	20	39	3	6	544	69	1	55	39	4	544	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	27	0	0	12	44	14	52	1	4	541	37	0	46	49	5	542	1914	1	41	44	14	540
No	72	3	4	44	61	21	29	4	6	546	99	4	65	27	4	547	12057	7	64	23	6	547
Gifted/talented program																						
Yes	4										6	17	83	0	0	559	450	26	72	2	0	557
No	95	3	3	52	55	35	37	5	5	544	130	2	58	35	5	545	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 01
School: Eva Hoyt Zippel School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	12	0	0	4	33	6	50	2	17	540	10	0	29	57	14	540	4	2	40	34	24	540
B. less than one hour	56	3	5	29	53	21	38	2	4	546	63	5	59	33	4	546	70	6	63	26	6	546
C. one to two hours	22	0	0	16	73	6	27	0	0	546	20	0	74	26	0	546	24	7	61	26	6	546
D. more than two hours	10	0	0	7	70	2	20	1	10	545	7	0	70	20	10	545	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	24	1	4	16	67	6	25	1	4	547	29	5	69	23	3	548	36	10	67	18	5	549
B. good	43	1	2	25	58	16	37	1	2	546	46	2	60	35	3	546	47	5	62	27	6	546
C. fair	27	1	4	13	48	10	37	3	11	542	22	3	50	37	10	542	15	2	47	40	12	541
D. poor	5	0	0	2	40	3	60	0	0	539	4	0	40	60	0	539	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	37	2	5	24	65	9	24	2	5	547	39	4	70	23	4	548	31	9	65	20	5	548
B. They match some of what I have learned.	44	1	2	28	64	15	34	0	0	547	47	3	63	33	2	547	55	5	63	27	5	546
C. They match just a little of what I have learned.	10	0	0	2	20	5	50	3	30	535	7	0	20	50	30	535	10	3	45	38	14	542
D. There is no match.	8	0	0	2	25	6	75	0	0	538	7	0	22	78	0	538	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	20	0	0	12	60	6	30	2	10	545	16	0	59	32	9	545	16	3	49	32	15	542
B. about the same as my regular schoolwork	63	3	5	37	60	20	32	2	3	546	65	5	64	30	2	547	64	7	63	25	5	547
C. easier than my regular schoolwork	16	0	0	7	44	8	50	1	6	541	19	0	48	44	8	541	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	19	0	0	8	42	10	53	1	5	540	17	0	48	48	4	542	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	54	2	4	33	62	17	32	1	2	547	54	4	64	30	1	547	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	27	1	4	15	58	8	31	2	8	545	29	3	59	31	8	545	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	22	1	5	10	45	10	45	1	5	545	18	4	46	42	8	545	20	10	64	21	5	548
B. 20 minutes to an hour	41	2	5	26	63	12	29	1	2	547	44	5	65	28	2	547	56	7	65	24	5	547
C. less than 20 minutes	13	0	0	9	69	4	31	0	0	546	13	0	67	33	0	545	10	3	52	33	12	543
D. I rarely read at home.	23	0	0	11	48	9	39	3	13	541	25	0	56	35	9	543	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	34	1	3	15	45	15	45	2	6	542	36	4	50	42	4	544	25	3	53	33	11	543
B. six to ten pages	43	2	5	27	64	11	26	2	5	547	43	3	69	24	3	547	26	6	61	26	7	546
C. eleven or more pages	23	0	0	13	57	9	39	1	4	545	21	0	55	38	7	544	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	1	100	0	0	0	0	546	50	0	100	0	0	546						
C.	50	0	0	0	0	1	100	0	0	540	50	0	0	100	0	540						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 01
School: Eva Hoyt Zippel School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	28	24	38	26	1711	12
	2007-2008	26	22	30	19	1617	12
	2008-2009	24	24	31	23	2119	15
	Cum. Total*	78	23	99	23	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	53	45	67	45	6778	48
	2007-2008	62	53	86	56	7284	52
	2008-2009	47	47	64	47	7046	50
	Cum. Total*	162	49	217	49	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	31	26	36	24	3884	28
	2007-2008	18	16	24	16	3341	24
	2008-2009	23	23	34	25	3193	23
	Cum. Total*	72	22	94	21	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	6	5	8	5	1683	12
	2007-2008	10	9	14	9	1778	13
	2008-2009	5	5	7	5	1638	12
	Cum. Total*	21	6	29	7	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	28.0	58.3	27.5	57.3	25.5	53.1
A. Number	18	38	10.8	60.0	10.7	59.4	9.8	54.4
B. Data	10	21	5.9	59.0	5.7	57.0	5.2	52.0
C. Geometry	10	21	5.2	52.0	5.1	51.0	4.7	47.0
D. Algebra	10	21	6.1	61.0	6.0	60.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 01
School: Eva Hoyt Zippel School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	99	24	24	47	47	23	23	5	5	551	136	23	47	25	5	550	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										0						385	6	35	28	30	537
American Indian or Native Alaskan	6	2	33	3	50	1	17	0	0	553	6	33	50	17	0	553	110	5	42	34	20	540
Asian or Pacific Islander	1										1						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	92	22	24	43	47	22	24	5	5	551	129	22	47	26	5	550	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	7	33	11	52	3	14	540	30	3	30	53	13	540	2307	3	32	32	33	536
No	78	24	31	40	51	12	15	2	3	554	106	28	52	17	3	553	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	99	24	24	47	47	23	23	5	5	551	136	23	47	25	5	550	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	46	8	17	20	43	14	30	4	9	547	63	16	43	32	10	546	5731	7	46	29	18	542
No	53	16	30	27	51	9	17	1	2	555	73	29	51	19	1	554	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	99	24	24	47	47	23	23	5	5	551	136	23	47	25	5	550	13988	15	50	23	12	547
Gender																						
Female	48	12	25	25	52	9	19	2	4	553	67	25	49	19	6	552	6889	14	51	23	12	546
Male	51	12	24	22	43	14	27	3	6	549	69	20	45	30	4	548	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	27	1	4	14	52	11	41	1	4	545	37	5	43	46	5	544	1918	3	39	36	22	539
No	72	23	32	33	46	12	17	4	6	553	99	29	48	17	5	553	12078	17	52	21	10	548
Gifted/talented program																						
Yes	4										6	100	0	0	0	574	450	64	34	2	0	564
No	95	20	21	47	49	23	24	5	5	550	130	19	49	26	5	549	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 01
School: Eva Hoyt Zippel School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	12	2	17	5	42	4	33	1	8	545	10	14	36	36	14	543	4	8	38	26	28	539
B. less than one hour	56	13	24	27	49	13	24	2	4	551	63	22	49	25	4	551	70	15	52	23	10	547
C. one to two hours	22	6	27	11	50	4	18	1	5	554	20	26	48	22	4	553	24	15	51	23	11	547
D. more than two hours	10	3	30	4	40	2	20	1	10	550	7	30	40	20	10	550	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	13	41	13	41	3	9	3	9	556	33	40	42	9	9	555	34	28	50	14	8	552
B. good	37	9	25	18	50	8	22	1	3	552	38	22	51	25	2	551	45	11	54	24	10	546
C. fair	23	2	9	12	52	8	35	1	4	546	22	7	50	37	7	544	18	3	45	33	19	540
D. poor	7	0	0	3	43	4	57	0	0	543	7	0	33	67	0	541	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	45	15	33	21	47	7	16	2	4	554	48	31	48	18	3	554	38	22	52	19	7	550
B. They match some of what I have learned.	37	9	24	19	51	7	19	2	5	552	38	22	49	22	8	550	48	12	53	24	11	546
C. They match just a little of what I have learned.	12	0	0	5	42	6	50	1	8	542	10	0	43	50	7	542	11	6	40	30	24	540
D. There is no match.	5	0	0	2	40	3	60	0	0	538	4	0	33	67	0	537	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	27	6	23	11	42	7	27	2	8	548	22	20	47	27	7	547	17	7	42	30	21	540
B. about the same as my regular schoolwork	54	14	26	27	51	10	19	2	4	554	59	24	48	24	5	552	64	15	53	23	10	547
C. easier than my regular schoolwork	19	4	21	9	47	5	26	1	5	549	19	24	48	24	4	550	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	6	0	0	3	50	3	50	0	0	545	7	11	44	33	11	546	7	6	39	27	27	539
B. 30–45 minutes	36	2	6	21	58	9	25	4	11	546	36	8	57	24	10	546	28	9	49	28	15	544
C. 45–60 minutes	35	15	43	11	31	8	23	1	3	555	32	36	34	27	2	553	41	17	53	21	9	548
D. more than 60 minutes	22	7	32	12	55	3	14	0	0	555	25	29	50	21	0	554	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	6	1	17	1	17	3	50	1	17	540	8	9	27	36	27	537	6	14	43	24	20	543
B. two or three days a week	34	6	18	18	55	7	21	2	6	551	43	17	52	28	3	550	24	17	52	21	10	548
C. two or three times each month	44	12	28	22	51	9	21	0	0	554	33	29	51	20	0	554	33	17	52	21	9	548
D. never or almost never	16	4	25	6	38	4	25	2	13	547	16	29	38	24	10	548	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	26	3	12	13	50	8	31	2	8	546	32	16	43	32	9	547	23	13	47	26	15	545
B. two or three days a week	30	4	13	16	53	8	27	2	7	550	30	12	56	27	5	549	31	17	52	21	10	548
C. two or three times each month	35	14	40	15	43	5	14	1	3	555	30	37	44	17	2	554	27	17	52	21	10	548
D. never or almost never	8	3	38	3	38	2	25	0	0	553	7	40	40	20	0	554	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	1	100	0	0	0	0	556	50	0	100	0	0	556						
C.	50	0	0	0	0	1	100	0	0	538	50	0	0	100	0	538						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 01
School: Eva Hoyt Zippel School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	9	9	10	7	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	51	52	77	57	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	30	30	38	28	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	9	9	11	8	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	30.7	64.0	30.8	64.2	29.2	60.8
D. The Physical Setting	24	50	13.8	57.5	13.9	57.9	12.9	53.8
E. The Living Environment	24	50	16.9	70.4	16.9	70.4	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 01
School: Eva Hoyt Zippel School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	99	9	9	51	52	30	30	9	9	546	136	7	57	28	8	546	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										0						382	2	31	32	35	535
American Indian or Native Alaskan	6	1	17	2	33	2	33	1	17	545	6	17	33	33	17	545	110	3	36	35	26	538
Asian or Pacific Islander	1										1						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	92	8	9	48	52	28	30	8	9	546	129	7	57	28	8	546	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	9	43	8	38	4	19	539	30	3	43	33	20	540	2309	2	29	39	29	536
No	78	9	12	42	54	22	28	5	6	548	106	8	60	26	5	548	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	99	9	9	51	52	30	30	9	9	546	136	7	57	28	8	546	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	46	1	2	25	54	15	33	5	11	544	63	3	56	30	11	543	5729	2	42	37	20	539
No	53	8	15	26	49	15	28	4	8	548	73	11	58	26	5	548	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	99	9	9	51	52	30	30	9	9	546	136	7	57	28	8	546	13987	4	51	31	13	543
Gender																						
Female	48	3	6	27	56	13	27	5	10	545	67	4	63	24	9	546	6886	4	49	33	14	542
Male	51	6	12	24	47	17	33	4	8	547	69	10	51	32	7	546	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	27	0	0	13	48	9	33	5	19	541	37	0	51	32	16	541	1917	1	31	41	28	536
No	72	9	13	38	53	21	29	4	6	548	99	10	59	26	5	548	12078	5	55	30	11	544
Gifted/talented program																						
Yes	4										6	50	50	0	0	561	450	25	72	2	1	557
No	95	6	6	50	53	30	32	9	9	545	130	5	57	29	8	545	13545	4	51	32	13	543

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 01

School: Eva Hoyt Zippel School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	12	1	8	6	50	3	25	2	17	544	10	7	43	29	21	542	4	2	37	35	25	538
B. less than one hour	56	4	7	30	55	17	31	4	7	546	63	6	62	26	6	546	70	4	53	31	12	544
C. one to two hours	22	3	14	11	50	7	32	1	5	548	20	11	52	33	4	547	24	5	51	31	12	544
D. more than two hours	10	1	10	4	40	3	30	2	20	544	7	10	40	30	20	544	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	29	5	17	16	55	6	21	2	7	549	32	12	60	19	9	548	26	7	56	26	11	545
B. good	45	2	4	26	58	14	31	3	7	545	47	5	59	31	5	546	53	4	53	31	11	544
C. fair	19	2	11	8	42	8	42	1	5	546	17	9	52	35	4	546	18	2	41	39	17	540
D. poor	6	0	0	1	17	2	33	3	50	535	4	0	17	33	50	535	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	31	1	3	15	48	11	35	4	13	543	32	5	56	30	9	544	23	5	56	28	11	544
B. They match some of what I have learned.	41	4	10	25	61	10	24	2	5	548	46	6	63	25	5	547	48	5	52	31	12	544
C. They match just a little of what I have learned.	19	4	21	8	42	6	32	1	5	550	15	19	48	29	5	549	23	4	49	33	14	543
D. There is no match.	8	0	0	3	38	3	38	2	25	538	7	0	33	33	33	537	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	17	4	24	6	35	3	18	4	24	547	16	19	43	19	19	548	23	5	48	31	16	543
B. about the same as my regular schoolwork	64	4	6	34	54	20	32	5	8	546	66	6	56	30	8	545	58	4	52	32	12	543
C. easier than my regular schoolwork	18	1	6	11	61	6	33	0	0	546	19	4	72	24	0	548	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	9	0	0	4	44	4	44	1	11	542	16	0	64	32	5	546	33	5	51	31	14	543
B. a few times a week	74	8	11	40	55	21	29	4	5	547	71	9	58	27	6	546	45	4	52	32	11	544
C. once a week	11	1	9	7	64	2	18	1	9	547	8	9	64	18	9	547	8	4	50	30	16	542
D. a few times a month	6	0	0	0	0	3	50	3	50	533	4	0	0	50	50	533	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	36	1	3	22	63	7	20	5	14	544	41	2	67	20	11	545	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	15	0	0	6	40	7	47	2	13	540	14	0	42	47	11	541	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	47	8	17	22	48	14	30	2	4	549	42	16	53	28	4	549	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	2	0	0	1	50	1	50	0	0	546	3	0	50	25	25	541	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	36	2	6	16	46	13	37	4	11	543	38	6	51	35	8	544	47	4	51	32	12	543
B. a few times a month	45	7	16	25	57	11	25	1	2	550	44	12	63	20	5	549	27	5	54	30	11	544
C. once a month	10	0	0	7	70	3	30	0	0	545	10	0	71	29	0	544	10	5	49	30	15	543
D. never or almost never	9	0	0	3	33	2	22	4	44	539	8	0	36	27	36	541	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	40	1	3	21	54	14	36	3	8	544	43	3	59	29	9	544	46	4	52	32	12	543
B. a few times a month	34	7	21	16	48	9	27	1	3	550	34	16	58	24	2	550	28	5	53	30	12	544
C. once a month	8	0	0	4	50	2	25	2	25	541	8	0	55	27	18	541	11	4	47	34	15	542
D. never or almost never	18	1	6	9	53	4	24	3	18	544	15	5	50	30	15	544	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	1	100	0	0	0	0	556	50	0	100	0	0	556						
C.	50	0	0	0	0	0	0	1	100	528	50	0	0	0	100	528						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number